
Standardized Testing and Reporting (STAR) Program



Explaining 2007 STAR Test Results to Parents and Guardians

Assistance for School Districts and Schools

- Question-and-Answer Documents
- Sample Letters
- Sample STAR Student Reports

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Purpose

Welcome. Educating students is a team effort. Parents and guardians, students, and schools benefit when there is a shared responsibility for learning. To fully participate as part of this team, parents and guardians need to know and understand the role the Standardized Testing and Reporting (STAR) Program plays in ensuring that all students achieve California's content standards.

The *Explaining 2007 STAR Test Results to Parents and Guardians: Assistance for School Districts and Schools* is designed to help school district and school staff members answer questions that parents and guardians may have about the 2007 STAR Program and their students' results. Assistance provided includes question-and-answer documents about reporting results of STAR Program tests, sample parent/guardian letters, and samples of student reports of results for parents and guardians. Also featured is a chart to help staff explain to parents and guardians which student reports they will receive. **Spanish versions for most of the materials provided in English will be posted at a later date on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.**

These materials are designed to be used in conjunction with three assistance packets posted in March 2007 on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These packets are:

- *Understanding 2007 STAR Program Tests: Information for School District and School Staff*
- *Communicating with Parents and Guardians About 2007 STAR Program Tests: Resources for Use by School District and School Staff*
- *Guides for 2007 STAR Program Tests: Information for Parents and Guardians*

The assistance materials from the packets posted in March 2007 provide updated information about "What's New in 2007," questions and answers

about each of the 2007 STAR Program tests, camera-ready articles for school newsletters, graphic “at-a-glance” displays about the STAR Program, sample pre-test letters for school district or site administrators, parent/guardian brochures, instructions for accessing Web site resources, and a glossary of acronyms. This July 2007 assistance packet complements the information provided in March with questions and answers about reporting results of the tests in the STAR Program, sample letters, and sample STAR student reports.

2007 STAR Program Overview of Key Components

For the tenth consecutive year, California public school students in grades two through eleven took part in the state's Standardized Testing and Reporting (STAR) Program. The STAR Program is designed primarily to help measure how well students are achieving the California content standards and provide information about how well schools and school districts are meeting state and federal accountability requirements. All students in grades two through eleven must participate in the STAR Program each spring, including students with disabilities and English learners.

The STAR Program for 2007 has five components:

- The **California Standards Tests (CSTs)** are standards-based tests that measure the achievement of state content standards in English-language arts, mathematics, science, and history-social science.
- The **California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)** are nationally norm-referenced tests that measure the achievement of general academic knowledge in core subjects and provide national comparisons (for grades three and seven only).
- The **California Alternate Performance Assessment (CAPA)** is an alternate assessment that measures the achievement of state content standards in English-language arts and mathematics (and science, beginning in 2008). This test is for students who have significant cognitive disabilities and cannot take the CSTs even with accommodations or modifications.
- The **Standards-based Tests in Spanish (STS)** are designed for Spanish-speaking English learners to measure the achievement of state content standards in reading-language arts and mathematics in Spanish (for grades two, three, and four in 2007).
- The **Apr enda, La prueba de logros en español, Tercera edición (Apr enda 3)** is a nationally norm-referenced achievement test of general academic knowledge in Spanish for Spanish-speaking English learners (for grades five through eleven in 2007).

Individual student results for all components of the STAR Program arrive in most school districts in July and August. Within 20 business days after the student reports are received in each school district, they must be distributed to parents and guardians. A chart showing the 2007 student reports of STAR Program test results that parents and guardians receive is provided on page 9.

Group results for schools, school districts, counties, and the state are posted in August on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov>. (For student privacy, individual student results and results for groups or schools with fewer than 11 scores are not posted on the Web site.)

2007 STAR Program

Understanding Which Student Report(s) Parents and Guardians Receive

Chart A (on page 9) shows four different Standardized Testing and Reporting (STAR) Program student reports (grades two through eleven) that are provided for parents and guardians according to the following guidelines:

- **Report 1** provides results for students who took the California Standards Tests (CSTs); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Early Assessment Program (EAP), including English learners and students with disabilities.
- **Report 2** provides results for students with significant cognitive disabilities whose individualized education program (IEP) indicates their participation in the STAR Program by taking the California Alternate Performance Assessment (CAPA).
- **Report 3 or Report 4** provides results for Spanish-speaking English learners who took a designated primary language test in addition to the STAR Program tests given in English. The designated primary language tests include the Standards-based Tests in Spanish (STS) and the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3). **Report 3 or Report 4** is provided in addition to **Report 1**, which is the STAR Student Report for the CSTs.

Chart A. 2007 STAR Student Reports

Each report provides results in the subjects shown in the chart or indicates that the student did not take a test in one or more subjects. Questions about the content of the tests or the subjects not tested should be directed to the student's teacher(s).

Grade	Report 1: CSTs					Report 2: CAPA	Report 3: STS	Report 4: Aprenda 3
	CSTs			CAT/6 Survey	EAP*			
	English- Language Arts	Mathematics	Science	History-Social Science	Reading Language Spelling Mathematics	English- Language Arts Mathematics	Reading- Language Arts Mathematics	Reading Language Spelling Mathematics
2	✓	✓				✓	✓	
3	✓	✓			✓	✓	✓	
4	✓†	✓				✓	✓	
5	✓	✓	✓			✓		✓
6	✓	✓				✓		✓
7	✓†	✓			✓	✓		✓
8	✓	✓	✓	✓		✓		✓
9	✓	✓	✓	✓		✓		✓††
10	✓	✓	✓	✓		✓		✓††
11	✓	✓	✓	✓		✓		✓††

* Students in grade eleven may take the English EAP test and/or the mathematics EAP test. These voluntary tests assess the readiness of eleventh graders to take entry-level courses in these subjects at a California State University.

† For the CST in English-language arts, students in grades four and seven also complete a writing task. The writing task score is combined with results of multiple choice questions to produce the overall score for English-language arts.

†† This test does not cover spelling in grades nine, ten, and eleven.

Note: Complete names for STAR Program tests:

CSTs – California Standards Tests; **CAT/6 Survey** – California Achievement Tests, Sixth Edition Survey; **EAP** – Early Assessment Program; **CAPA** – California Alternate Performance Assessment; **STS** – Standards-based Tests in Spanish; **Aprenda 3** – Aprenda, La prueba de logros en español, Tercera edición

2007 STAR Program Questions and Answers About Reporting the 2007 CST Results

The California Standards Tests (CSTs) are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. Developed exclusively for California's public schools, the purpose of the CSTs is to provide information that can be used to determine how well students are achieving state-adopted content standards. These standards describe the knowledge and skills that students should learn at each grade level. The content standards are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/be/st/ss/index.asp>.

Detailed descriptions of the CSTs are included in three assistance packets for school district and school staff members and parents and guardians, posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These packets are (1) *Understanding 2007 STAR Program Tests: Information for School District and School Staff*, (2) *Communicating with Parents and Guardians About 2007 STAR Program Tests: Resources for Use by School District and School Staff*, and (3) *Guides for 2007 STAR Program Tests: Information for Parents and Guardians*. Released test questions for the CSTs for each grade level and subject tested are available on the CDE Web site at the address above. Questions and answers about reporting the CST results follow.

When do parents or guardians get their student's CST results?

Results of the CSTs must be reported to parents or guardians within 20 working days after the school district receives them from the testing contractor. The STAR Student Reports, which primarily focus on the CSTs, are sent by the school district to each student's home.

Note: Parents and guardians should be reminded that individual student scores for the CSTs and other STAR Program tests are maintained only by the school district. CDE does not keep individual student scores and cannot respond to parent and guardian requests for their students' scores.

How are the CST results reported to parents and guardians?

The CST results for individual students are reported to parents and guardians on the STAR Student Report for the CSTs. These results are based on how well students achieved identified state content standards. The results for each subject tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels. English-language arts results for grades four and seven include results of the California Writing Standards Test (CST in writing). Writing tasks from previous administrations are available at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Each subject is divided into content areas; therefore, the STAR Student Report for the CSTs also provides the student's percent correct for each of those content areas. For example, the results for the CST in English-language arts include the student's percent correct for each of five content areas: word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies. For grades four and seven, the score on the writing task is included in the overall percent correct for a sixth content area called writing applications.

In addition, the STAR Student Report for the CSTs provides a comparison of each student's percent correct to the average percent correct range for students in the state who scored at the proficient level on the overall CST. Also included on the STAR Student Report for the CSTs, for students in grades three and seven only, are results of the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The grade eleven report also includes results of the Early Assessment Program (EAP) if the student participated in this voluntary test.

What are performance levels?

The five performance levels designated for reporting overall CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

Each of the five performance levels includes a range of scale scores. When a student's scale score falls within the range possible for a given performance level, this indicates that the student has demonstrated sufficient knowledge and skills to be regarded as performing at that particular level.

The range of scale scores for each performance level has been established for each CST and does not change from year to year. The CST results are reported as scale scores that range from 150 to 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350.

<i>What are scale scores?</i>	The percentage of questions that students must answer correctly to score at any performance level may change slightly due to small differences in the difficulty levels of the tests from year to year. Scale scores are used to adjust for these differences and to help ensure comparability in the difficulty levels of the tests from year to year.
<i>What writing tasks were given in grades four and seven in spring 2007?</i>	In spring 2007, students in grades four were required to write a narrative, and students in grade seven were required to write a fictional narrative.
<i>How is the student work scored?</i>	Experienced readers are trained to use specific rubrics (guidelines) to score student work. These rubrics and sample student work are included in the grades four and seven teacher guides for the CSTs in writing (2001 through 2006) found on the CDE Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp .
<i>What is the “passing” score for the CST in writing?</i>	There is no “passing” score for the CST in writing. The points assigned to the student work are combined with the number of multiple-choice questions answered correctly to produce the overall score and performance level for the CST in English-language arts. The score on the writing task is converted to a percent correct, which is reported under the writing applications content area on the back of the STAR Student Report for the CSTs for grades four and seven.
<i>If a student with disabilities took a CST with accommodations or modifications, is this reported on the STAR Student Report?</i>	No. If a student with disabilities took any CST with accommodations or modifications, the STAR Student Report for the CSTs will include the student’s scores for each CST completed. The allowable accommodations or modifications provided on the CSTs are specified in each student’s individualized education program (IEP) or Section 504 plan, but this information is not noted on the STAR Student Report for the CSTs. A list of allowable accommodations and modifications is outlined in the <i>Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</i> that is available on the CDE Web site at http://www.cde.ca.gov/ta/tg/sr/ .
<i>What are the California Reading List and Number found on the back left corner of the STAR Student Report for the CSTs?</i>	The California Reading List (CRL) is a Web-based resource that gives students, their parents and guardians, and teachers access to lists of book titles, organized by level of reading difficulty. A recommended CRL Number, which is found on the STAR Student Report for the CSTs, is based on the student’s score on the CST in English-language arts. This number identifies a list of books that may be appropriate for the student’s independent reading level. For more information about the CRL, refer to “Questions

and Answers About the California Reading List” in *Understanding 2007 STAR Program Tests: Information for School District and School Staff*, posted on the CDE Web site in March 2007 at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Note: No single test score can be used to determine what books a student can or should read. Parents and guardians should encourage their students to explore other reading lists and to read a wide variety of books.

Can CST results be used to determine if a student should be retained?

A school district may use CST results to help make decisions about student placement, promotion, retention, or other considerations related to student achievement. These test scores should never be used by themselves to make such important decisions. School districts also should consider local assessments, classroom tests, grades, and teacher recommendations in making these decisions.

How may students participate in the EAP?

Students in grade eleven may participate in the English EAP test (Early Assessment of Readiness for College English) by completing a written essay and 15 additional multiple-choice questions included in the test booklet for the grade eleven CST in English-language arts. Students in grade eleven who take the CST in Algebra II or Summative High School Mathematics may participate in the mathematics EAP test by completing 15 additional multiple-choice questions that are at the end of the test booklets for these CSTs. Students in grade twelve are not eligible to participate in the EAP.

Where do parents and guardians find results of the English EAP test and/or the mathematics EAP test if their eleventh graders took these tests?

Beginning this year, results of the English EAP test and/or the mathematics EAP test are included on the back of the STAR Student Report for the CSTs for grade eleven if the student took one or both parts of this voluntary exam.

In addition to the STAR Student Report for the CSTs, students who have applied to the California State University (CSU) can access their EAP results on-line via a secure CSU Web site. This secure Web site can be found through a link on the CSU English Success Web site at <http://www.csuenglishsuccess.org> (Outside Source) or the CSU Math Success Web site at <http://www.csumathsuccess.org> (Outside Source).

How will the CSU get the information about a student's EAP results?

Students who complete the English EAP test and the mathematics EAP test and apply to a CSU are responsible for having their EAP results included on transcripts sent to that CSU. By filling in a bubble on the CST answer document, students authorize the release of the EAP scores.

***When can parents
or guardians obtain
information about the
EAP?***

Parents or guardians can obtain information about the EAP by contacting their student's counseling office at the high school during regular school hours or by checking the CSU Web site at <http://www.calstate.edu/eap/> (Outside Source). "Questions and Answers About the Early Assessment Program" also can be found in *Understanding 2007 STAR Program Tests: Information for School District and School Staff*, posted on the CDE Web site in March 2007 at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Additional Information

Additional information about the STAR Program, including the CSTs, is available on the STAR Web site at <http://www.cde.ca.gov/ta/tg/sr/index.asp> or by contacting a teacher or an administrator at the school.

Note: Information about the purpose and uses of the CST results follow on page 15.

What are the Purpose and Uses of the CST Results?

The CSTs are best described as standardized tests that are standards based and summative in nature. These tests are standardized in that students participate in the CSTs under the same conditions. They are summative because the tests are administered close to the end of a course or unit of instruction. They are standards based in that student achievement is measured against a specific set of California content standards. The standards targeted on each CST are outlined in the test blueprints available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Appropriate Uses of CST Results

The CSTs provide achievement information to schools that can serve different purposes. In addition to providing results for use in state and federal accountability programs, the following uses are appropriate for CST results:

- To help inform school district and school-level decision making related to student learning.
- To identify grade-level curricular strengths and weaknesses (e.g., measurement and geometry, reading comprehension).
- To examine the multi-year progress of groups of students within a grade level. These analyses should take into consideration that results for each year in a grade level are for different groups of students.
- To help identify groups of students requiring additional, targeted assistance (e.g., English learners, students with disabilities, socioeconomically disadvantaged).
- To identify curricular areas (e.g., reading comprehension, math computation, writing skills) where additional diagnosis is needed for groups of students in order to prescribe a course of intervention or remediation, corrective instruction, or specialized services.

Uses of CST Results With Caution

The CSTs should be used with caution for the following purposes and only should be used in conjunction with other related achievement information:

- To identify the level and range of achievement in a class or grade level.
- To inform placement, retention, and promotion decisions for individual students.

Inappropriate Uses of CST Results

The CSTs should never be used for the following purposes:

- To compare performance between subjects (e.g., English-language arts and mathematics). The CST for each subject covers different content, and the performance standards were set independently for each subject and cannot be compared.
- To monitor the progress of cohorts of students as they move through the grades. Differences in state academic standards tested between grades and differences in performance level setting, as well as other factors, prohibit cohort tracking with these results.

2007 STAR Program

Scale Score Ranges for the CST Performance Levels

(by subject and grade)

The 2007 results for each subject tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on scale scores and performance levels may be found in “Questions and Answers About Reporting the 2007 CST Results” on pages 10 through 15.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

History-Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

2007 STAR Program Questions and Answers About Reporting the CAPA Results

Who are students with “significant cognitive disabilities”?

The California Alternate Performance Assessment (CAPA) is a performance assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) even with accommodations or modifications. The CAPA was added to the STAR Program in 2003 to ensure that all California students could participate in statewide assessments. A detailed description about the CAPA can be found in the *Understanding 2007 STAR Program Tests: Information for School District and School Staff*, posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Questions and answers that relate to reporting CAPA results follow.

When do parents or guardians receive their student’s CAPA results?

Generally, students with “significant cognitive disabilities” refer to a small number of students whose intellectual and adaptive capabilities are far below those of typical students at the same age or grade level. Students with significant cognitive disabilities require intensive support and services that may be provided in a regular or special classroom. Support and services are designed to help these students learn skills that could be used in a variety of settings in the student’s life such as school, home, or career.

Results of the CAPA must be reported to parents or guardians within 20 working days after the school district receives them from the testing contractor. The STAR Student Reports for the CAPA are sent by the school district to each student’s home.

Note: Parents and guardians should be reminded that individual student scores for the CAPA are maintained only by the school district. The CDE does not keep individual student scores and cannot respond to parent and guardian requests for their students’ scores.

What results will be reported for the 2007 CAPA?

The CAPA reports for the 2007 administration will show how well students performed according to selected California content standards in English-language arts and mathematics. Results will show the student's CAPA scale score and performance level for each subject tested. The State Board of Education (SBE) established five performance levels for reporting the CAPA results: advanced, proficient, basic, below basic, and far below basic.

Will there be changes to the CAPA in 2008?

Yes. The CAPA is currently being revised to be more closely linked to grade-level content standards. The revised CAPA is scheduled to become operational in 2008. Performance level setting for the revised CAPA will occur in 2007–08, using field test results from spring 2007.

Blueprints for the revised CAPA are on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>. In addition to English-language arts and mathematics, the CAPA will include science, beginning in 2008.

Using CAPA Results

How are the CAPA results used?

The CAPA results are used in many important ways. The IEP team—including teachers, administrators, parents or guardians, and support staff—uses the CAPA results to help monitor each student's academic progress. Individual student results are combined to prepare grade-level reports by subject for each school, school district, county, and the state. These results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs. The CAPA scores also are used, with results of other state tests, to meet state and federal school accountability requirements.

Additional Information

Additional information about the STAR Program, including the CAPA, is available on the STAR Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

2007 STAR Program

Scale Score Ranges for the CAPA Performance Levels

(by subject and level)

The results for English-language arts and mathematics on the California Alternate Performance Assessment (CAPA) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting the overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on the CAPA results may be found in “Questions and Answers About Reporting the CAPA Results” on pages 19 and 20.

English-Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

2007 STAR Program

Questions and Answers About Reporting STAR Program Test Results for English Learners

Are all English learners required to participate in the STAR Program?

Yes. Under the federal No Child Left Behind (NCLB) Act of 2001 and state law, all students, including English learners, are required to participate in the Standardized Testing and Reporting (STAR) Program. All English learners, regardless of their primary language, are required to take the STAR Program tests administered in English. This includes the California Standards Tests (CSTs) and, in grades three and seven only, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).

Spanish-speaking English learners also are required to take a designated primary language test (DPLT) in Spanish if they meet the eligibility requirements.

What is a designated primary language test?

The DPLTs are part of the STAR Program. In spring 2007, the Standards-based Tests in Spanish (STS) were the DPLTs administered to eligible English learners in grades two, three, and four. In grades five through eleven, the DPLT administered to eligible English learners was the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3).

Which English learners are eligible to take the DPLT?

All Spanish-speaking English learners in grades two through eleven, who have been enrolled in a school in the United States for fewer than 12 months or who receive instruction in Spanish (regardless of how long they have been in school in the United States), must take the DPLT for their respective grade level (*Education Code* Section 60640). School districts also may choose to administer the DPLT to any other Spanish-speaking English learners. English learners who take a DPLT also take the CSTs and CAT/6 Survey, which are administered in English. The STAR Program does not include DPLTs for English learners who speak primary languages other than Spanish.

Why are two different tests administered as the DPLT?

Currently, the DPLT involves two different tests because the STS only have been developed for grades two, three, and four. Over the next two years, the STS will be phased in and replace the Aprenda 3 as the STS for grades five through eleven are developed.

The STS are standards-based tests in Spanish developed exclusively for California public schools. They are based on California content standards in reading-language arts and mathematics. Unlike the STS, the Aprenda 3 is a published norm-referenced achievement test of general academic knowledge in Spanish that is not explicitly based on California content standards. The STS, therefore, will allow Spanish-speaking English learners to demonstrate achievement of the California content standards.

When do parents or guardians receive their student's STS or Aprenda 3 student reports?

As required for all tests in the STAR Program, student reports for the STS or Aprenda 3 must be distributed to parents and guardians within 20 working days after the school district receives them. STS and Aprenda 3 student reports should arrive in most school districts by the end of August. The student reports for these two tests will be provided in Spanish. These results may not arrive at the same time as the STAR Student Report for the CSTs.

Note: Parents and guardians should be reminded that individual student results are confidential and maintained only by the school district. The CDE does not keep individual student results and, therefore, cannot respond to parent and guardian requests for their students' results.

What information will be included on the STS or Aprenda 3 student report?

The STS student report will provide results that describe how well students achieved identified state content standards for reading-language arts and mathematics. The STS report will provide scores for each subject tested at each grade level. For 2007, only the student's percent correct will be reported. The Aprenda 3 student report will include score information for each subject tested (i.e., reading, mathematics, language, and spelling in grades five through eight and reading, mathematics, and language in grades nine through eleven).

How are STS or Aprenda 3 results used to help students achieve in school?

The results in the STS or Aprenda 3 student report provide information that may be used with other achievement data, including results on the CSTs, to identify Spanish-speaking English learners' academic strengths and areas that need improvement. Parents or guardians should review areas of concern with their student's teachers to discuss specific help needed to improve learning.

The STS or Aprenda 3 student report is one source of information about the progress Spanish-speaking English learners are making in school. Parents, guardians, and teachers also should review grades, classroom work, and the results from other classroom and standardized tests for a more complete picture of each student's academic progress.

Additional Information

Additional information about the STS, Aprenda 3, or other tests in the STAR Program is available on the STAR Program Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Spotlight on STAR 2007

Available School Newsletter Inserts

The listing below provides a brief description of the school newsletter articles about the 2007 STAR Program that are available in the *Communicating with Parents and Guardians About 2007 STAR Program Tests: Resources for Use by School District and School Staff*, posted on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These pieces briefly address key topics related to various aspects of the STAR Program in a camera-ready format that can be inserted into newsletters that schools distribute regularly to parents and guardians. Each newsletter insert can stand alone and be used throughout the year.

■ **Insert #1 — “What is the STAR Program and When Does It Happen?”**

This Spotlight briefly identifies key components of the 2007 STAR Program, the students in grades two through eleven who take these STAR Program tests, and when these tests are taken.

■ **Insert #2 — “Why Is There More Than One Test?”**

This Spotlight explains the purpose of each test in the STAR Program and identifies different purposes for the results.

■ **Insert #3 — “How Do English Learners Participate in the STAR Program?”**

This Spotlight describes what STAR Program tests English learners take in English and how English learners can be assisted. Also described are the two designated primary language tests (DPLTs) that are taken in Spanish by eligible Spanish-speaking English learners.

■ **Insert #4 — “How do Students with Disabilities Participate in the STAR Program?”**

This Spotlight highlights the special assistance available for students with disabilities who take the CSTs or the CAPA, which is provided for students with significant cognitive disabilities.

■ Insert #5 — “What Types of Questions Are on the STAR Program Tests?”

This Spotlight describes the different question formats used in the STAR Program tests, the focus of the questions on state content standards, and the reason for test security.

■ Insert #6 — “What Kinds of Scores Will Parents and Guardians Receive?”

This Spotlight briefly outlines the types of STAR student reports parents and guardians receive and what and how results are reported and displayed.

■ Insert #7 — “How Are STAR Program Results Used?”

This Spotlight identifies four key purposes for using STAR Program results that include (1) communicating with parents and guardians, (2) monitoring student achievement, (3) evaluating school programs, and (4) providing data for state and federal accountability programs.

School District or Site Administrators

Sample Letter for

Parents or Guardians

CSTs – Grades Two Through Eight

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's 2007 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given for the following subjects:

- Grades two, three, four, six, and seven
 - English-language arts
 - Mathematics
- Grade five
 - English-language arts
 - Mathematics
 - Science
- Grade eight
 - English-language arts
 - Mathematics
 - Science
 - History-social science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. For the CST in English-language arts, students in grades four and seven also were required to write a response to a writing task. Scores on the multiple-choice questions and the writing task were combined to determine the overall score for the CST in English-language arts.

**Grades three
and seven only**

An additional component of the STAR Program, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), was given to students in grades three and seven. The CAT/6 Survey assesses students in reading, language, mathematics, and spelling. Results of the CAT/6 Survey also are included in the STAR Student Report for the CSTs for grades three and seven.

The state target is for all students to perform at the proficient or advanced level on the CSTs. If your student's performance is at the basic, below basic, or far below basic level in one or more subjects tested, you are encouraged to schedule a meeting with your student's teacher(s) to discuss assistance the school can provide to help your student improve his or her academic progress. Along with the STAR Student Report for the CSTs, you also will find a guide designed to help you understand your student's scores.

It is important to keep in mind that information on the STAR Student Report for the CSTs is only one source of information about the progress your student is making in school. Classroom work, grades, and other test results also should be reviewed to form a more complete picture of your student's academic progress.

If you have any questions, please contact the school at **[insert contact information]** or talk with your student's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,

School District or Site Administrators

Sample Letter for Parents or Guardians

CSTs – Grades Nine, Ten, and Eleven

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's 2007 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given for the following subjects:

- Grades nine, ten, and eleven
 - English-language arts
 - History-social science
 - Mathematics
 - Science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. Along with the STAR Student Report for the CSTs, you also will find a guide designed to help you understand your student's scores.

The state target is for all students to perform at the proficient or advanced level on the CSTs. If your student's performance is at the basic, below basic, or far below basic level in one or more subjects tested, you are encouraged to schedule a meeting with your student's teacher(s) or counselor to discuss assistance the school can provide to help your student improve his or her academic progress.

Most students in grade ten took two science tests this spring. The first science test covered selected content standards from middle school life sciences and high school biology. This test meets federal requirements for the No Child Left Behind (NCLB) Act of 2001. The second science test was for the science course in which they were enrolled. Results for both science tests are included in the STAR Student Report for the CSTs.

**Grade ten
students only**

**Grade eleven
students only**

If your student is in grade eleven, he or she may have taken the English Early Assessment Program (EAP) test and/or the mathematics EAP test. These tests assess the readiness of eleventh graders to take entry-level courses at a California State University (CSU) in these core subjects. The EAP results are intended to give students information about additional skills they may need to develop in their senior year of high school so that they enter college ready to enroll in baccalaureate courses. Results for students who take one or both of the EAP tests are provided on the back of the STAR Student Report for the CSTs, beginning this year.

It is important to keep in mind that information on the STAR Student Report for the CSTs is only one source of information about the progress your student is making in school. Classroom work, grades, and other test results should also be reviewed for a more complete picture of your student's academic progress.

If you have any questions about your student's report, please contact the school at **[insert contact information]** or talk with your student's teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,

School District or Site Administrators

Sample Letter for Parents or Guardians

CAPA – Grades Two Through Eleven

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's test results for the 2007 California Standardized Testing and Reporting (STAR) Program.

Your student participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The purpose of this test is to measure your student's understanding of a selected set of California's content standards for English-language arts and mathematics.

The CAPA levels are connected to specific grade levels as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Along with the STAR Student Report for the CAPA, you also will find a guide designed to help you understand your student's scores. It is important to keep in mind that information on the STAR Student Report for the CAPA is only one source of information about the progress your student is making in school. Classroom work, grades, and other test results should also be reviewed for a more complete picture of your student's academic progress.

If you have any questions about the CAPA or your student's report, please contact the school at **[insert contact information]** or talk with your student's teacher(s). You also are invited to attend a STAR Program information meeting about the CAPA being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,

School District or Site Administrators

Sample Letter for Parents or Guardians

STS – Grades Two, Three, and Four

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed are your student's 2007 test results for the Standards-based Tests in Spanish (STS), which were given this past spring as part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the STS is to determine how well your student is achieving academically when tested in his or her home language of Spanish.

The following subjects are tested by the STS in grades two, three, and four:

- Reading-Language Arts
- Mathematics

The enclosed STAR Student Report for the STS (Reporte individual de los resultados de STAR) provides the test results in Spanish.

Your student also participated in the STAR Program by taking the California Standards Tests (CSTs) and, if he/she was in grade three or seven, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Both of these tests are given in English. The results for these tests are reported in the STAR Student Report for the CSTs that may be sent home separately.

It is important to keep in mind that information on the STAR student reports should not be used as the only source of information about the progress your student is making in school. Classroom work, grades, and other test results should also be reviewed for a more complete picture of your student's academic progress.

If you have any questions about your student's STS report or the STAR Student Report for the CSTs, please contact the school at **[insert contact information]** or talk with your student's teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievement.

Sincerely,

School District or Site Administrators

Sample Letter for Parents or Guardians

Aprenda 3 – Grades Five Through Eleven

NOTE: Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed are your student's 2007 test results for the Apenda: La prueba de logros en español, tercera edición (Apenda 3), which was given this past spring as part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the Apenda 3 is to determine how well your student is achieving academically when tested in his or her home language of Spanish.

The following subjects are tested by the Apenda 3 in grades five through eleven:

- Reading
- Mathematics
- Language
- Spelling (grades five through eight)

The enclosed Apenda 3 student report provides the test results in Spanish.

Your student also participated in the STAR Program by taking the California Standards Tests (CSTs) and, if he/she was in grade three or seven, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Both of these tests are given in English. The results for these tests are reported in the STAR Student Report for the CSTs that may be sent home separately.

It is important to keep in mind that information on the STAR student reports should not be used as the only source of information about the progress your student is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your student's academic progress.

If you have any questions about your student's Apenda 3 report or the STAR Student Report for the CSTs, please contact the school at **[insert contact information]** or talk with your student's teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievement.

Sincerely,

Explaining 2007 STAR Test Results to Parents and Guardians

Note: Interpretive guides in several languages for parents and guardians for the STAR Student Reports for the CSTs and the CAPA are available at <http://www.startest.org> (Outside Source).

Appendixes

Sample STAR Student Reports with Parent/Guardian Guides

California Standards Tests: CSTs

- Grade Four
- Grade Five
- Grade Seven
- Grade Eight
- Grade Ten
- Grade Eleven

California Alternate Performance Assessment: CAPA

Standards-based Tests in Spanish: STS

- English Version
- Spanish Version

Appendix 3 Student Report

- English Version
- Spanish Version

Sample STAR Student Report for the CSTs (Grade Four—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 000033333 DATE OF BIRTH: 12/22/1996
GRADE: 4 TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:
MARCUS DAVILA
1234 STREET
CITY, CA 12345



SCHOOL: California Elementary
DISTRICT: California Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

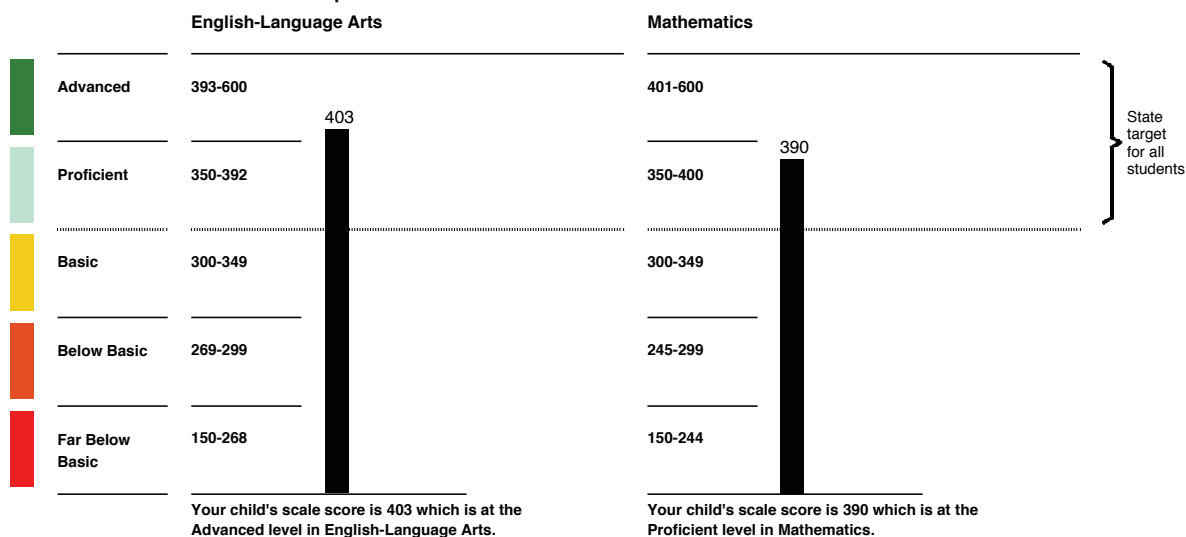
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all—preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Sample STAR Student Report for the CSTs (Grade Four—Back)

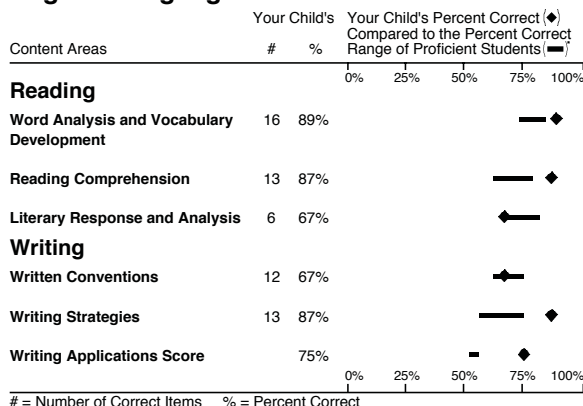
Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

English-Language Arts GRADE 4



More about the English-Language Arts Standards

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

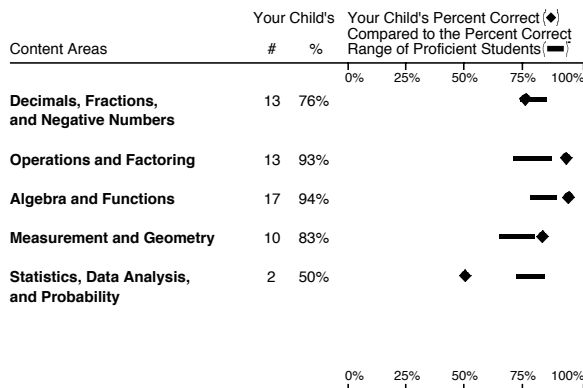
Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Written Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Writing Strategies: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences.

Mathematics GRADE 4



More about the Mathematics Standards

Number Sense: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

Algebra and Functions: Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

Measurement and Geometry: Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

California Reading List (CRL)

Your child's recommended California Reading List Number is 7.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.

Sample STAR Student Report for the CSTs (Grade Five—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 000011111 DATE OF BIRTH: 06/17/1996
 GRADE: 5 TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:

SUSAN LONG
 1234 STREET
 CITY, CA 12345



SCHOOL: California Elementary
 DISTRICT: California Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

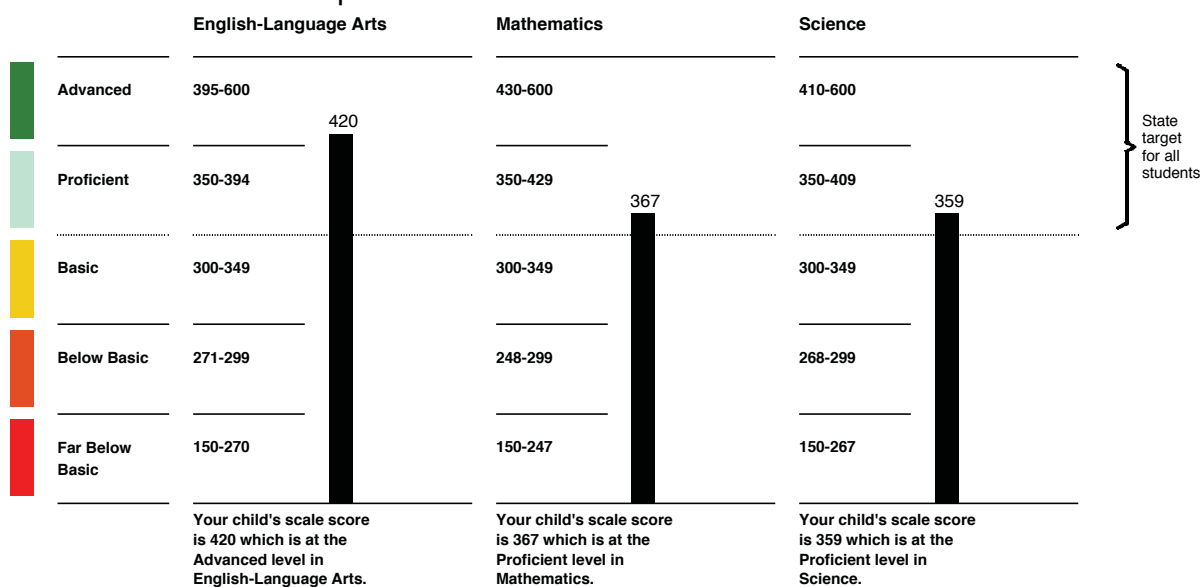
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all—preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Sample STAR Student Report for the CSTs (Grade Five—Back)

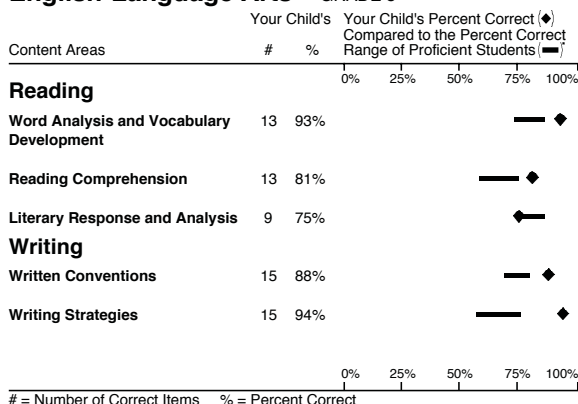
Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

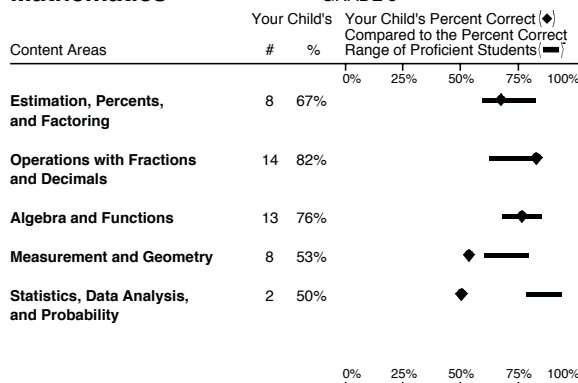
Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

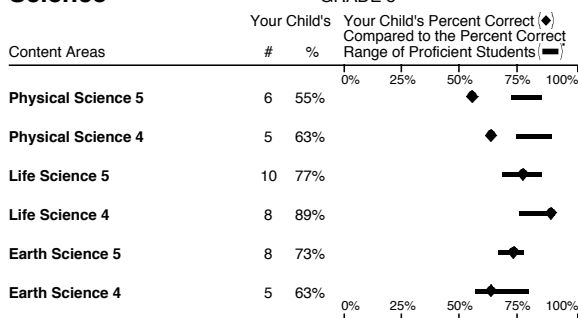
English-Language Arts GRADE 5



Mathematics GRADE 5



Science GRADE 5



Additional Resources

California's content standards for English-language arts, mathematics, science, and history-social science describe what all students should know and be able to do by the end of each grade level or high school course. The California Standards Tests assess how well students in California public schools are acquiring the skills and knowledge specified in these standards. There are separate California Content Standards booklets for each of the four content areas. The booklets are available at www.cde.ca.gov/be/st/ss on the Internet.

There are two versions of the standards booklet. To use the PDF version, you need to have Adobe Acrobat Reader on your computer. If you do not have Adobe Acrobat Reader, there are directions for downloading it or you may select Text under the content standards you wish to review. After you select Text or PDF, a list of grade levels and courses will be displayed. Select the grade level or course you wish to review. Each booklet also includes an introduction that provides an overview of the standards.

California Reading List (CRL)

Your child's recommended California Reading List Number is 10.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.

Sample STAR Student Report for the CSTs (Grade Seven—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 000055555 DATE OF BIRTH: 02/04/1994
GRADE: 7 TEST DATE: Spring 2007Cal



FOR THE PARENT/GUARDIAN OF:

ARTHUR BELL
1234 STREET
CITY, CA 12345



SCHOOL: California Middle School
DISTRICT: California Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

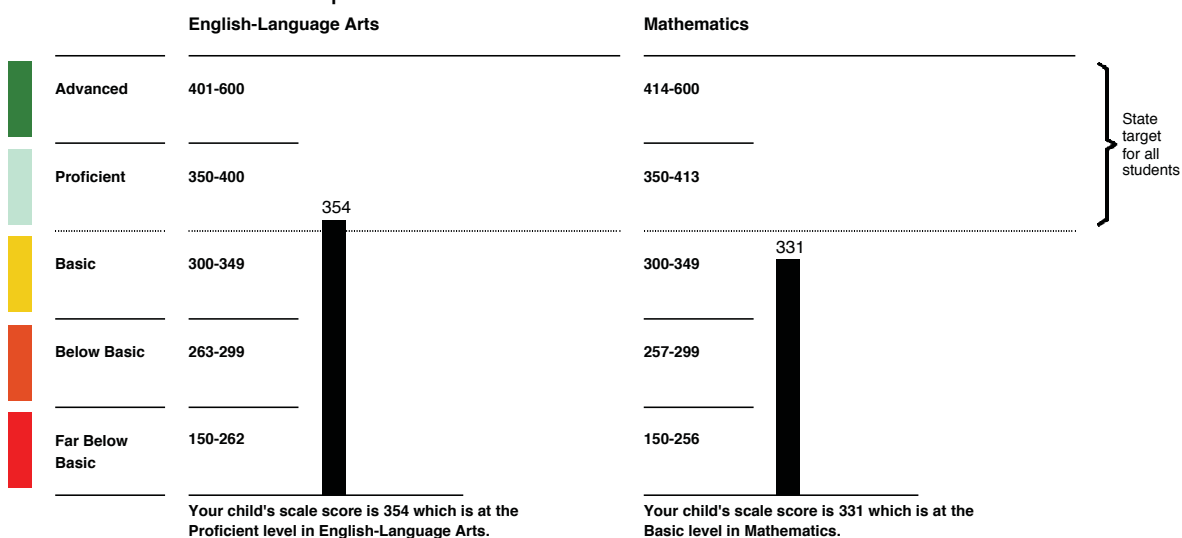
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all—preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Sample STAR Student Report for the CSTs (Grade Seven—Back)

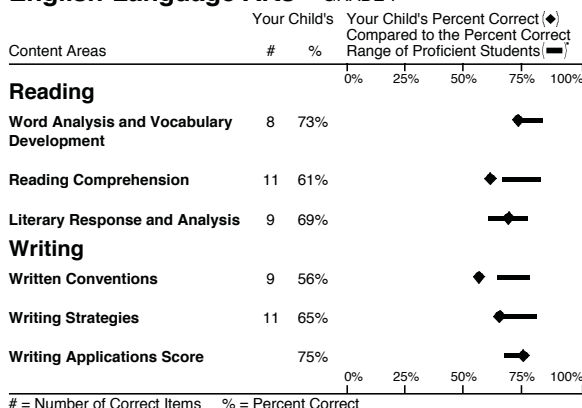
Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

English-Language Arts GRADE 7



More about the English-Language Arts Standards

Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose.

Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Written Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Applications: Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

California Reading List (CRL)

Your child's recommended California Reading List Number is 10.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

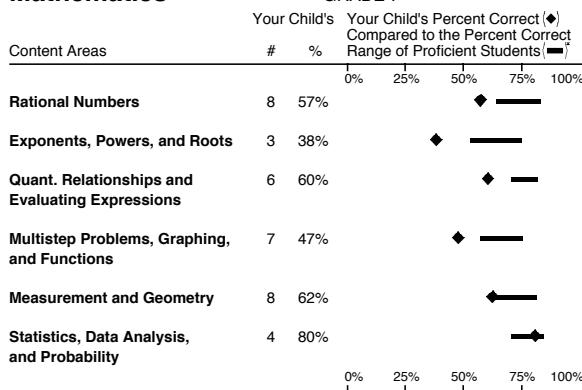
To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.

Mathematics GRADE 7



More about the Mathematics Standards

Number Sense: Students know the properties of, and compute with, rational numbers, expressed in a variety of forms. Students use exponents, powers, and roots and use exponents in working with fractions.

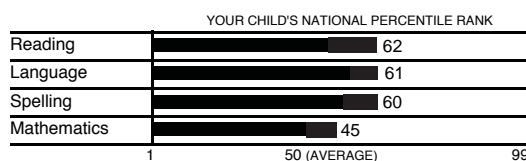
Algebra and Functions: Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. Students interpret and evaluate expressions involving integer powers and simple roots. Students graph and interpret linear and some nonlinear functions. Students solve simple linear equations and inequalities over the rational numbers.

Measurement and Geometry: Students choose appropriate units of measure and use ratios to convert within and between measurement systems. Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and identifying attributes of figures.

Statistics, Data Analysis, and Probability: Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.

National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40% of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.



Sample STAR Student Report for the CSTs (Grade Eight—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 0000030673 DATE OF BIRTH: 08/13/1989
GRADE: 8 TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:
JESUS C AGUILAR
1247 Main Street
Long Beach, CA 80808



SCHOOL: Deep Creek Academy
DISTRICT: Farmersville Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

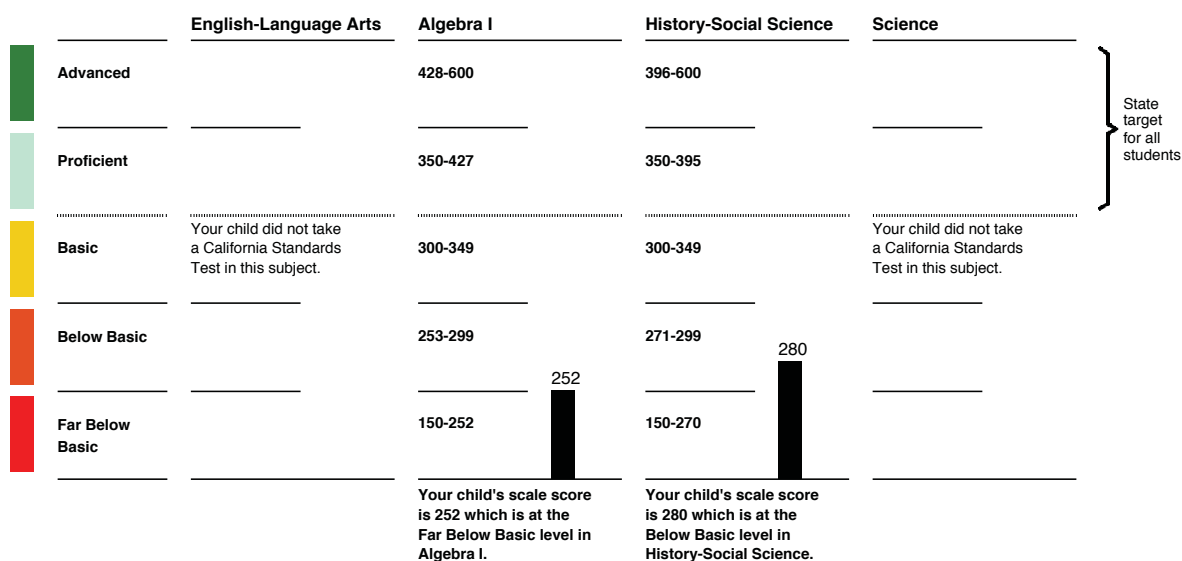
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all—preparing students to succeed in school and beyond.

Sincerely,

Jack O'Connell
JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Revised: 04/04/2007- - - -0000000-Copy: 0

Sample STAR Student Report for the CSTs (Grade Eight—Back)

Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

English-Language Arts GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (■)
			0% 25% 50% 75% 100%

Your child did not take a California Standards Test in this subject.

= Number of Correct Items % = Percent Correct

Algebra I

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (■)
			0% 25% 50% 75% 100%

Number Properties, Operations, and Linear Equations	3	18%	◆ ■
Graphing and Systems of Linear Equations	3	21%	◆ ■
Quadratics and Polynomials	7	33%	◆ ■
Functions and Rational Expressions	2	15%	◆ ■

0% 25% 50% 75% 100%

History-Social Science GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (■)
			0% 25% 50% 75% 100%

World History and Geography: Ancient Civ.	4	40%	◆ ■
Late Antiquity and the Middle Ages	2	15%	◆ ■
Renaissance/Reformation	1	8%	◆ ■
U.S. Constitution and the Early Republic	2	17%	◆ ■
Civil War and Its Aftermath	3	23%	◆ ■

0% 25% 50% 75% 100%

Science

GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct (◆) Compared to the Percent Correct Range of Proficient Students (■)
			0% 25% 50% 75% 100%

Your child did not take a California Standards Test in this subject.

0% 25% 50% 75% 100%

California Reading List (CRL)

Your child's recommended California Reading List Number is 9.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.

Sample STAR Student Report for the CSTs (Grade Ten—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 0000031005 DATE OF BIRTH: 06/21/1990
 GRADE: 10 TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:

ABRAHAM CRUZ
 1237 Main Street
 Long Beach, CA 80808



SCHOOL: Farmersville High
 DISTRICT: Farmersville Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

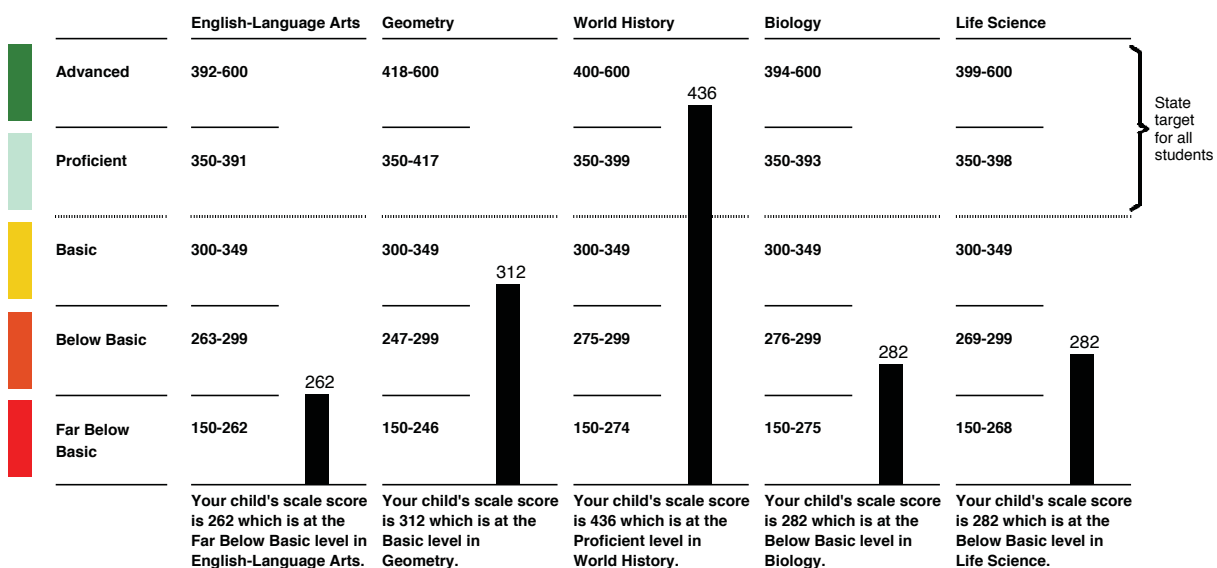
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Revised: 04/04/2007- - - -0000000-Copy: 0

Sample STAR Student Report for the CSTs (Grade Ten—Back)

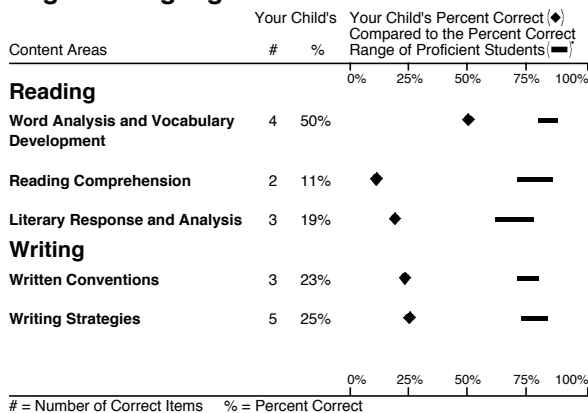
Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

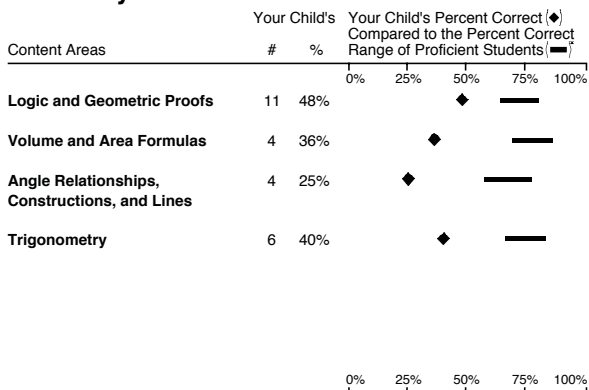
Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

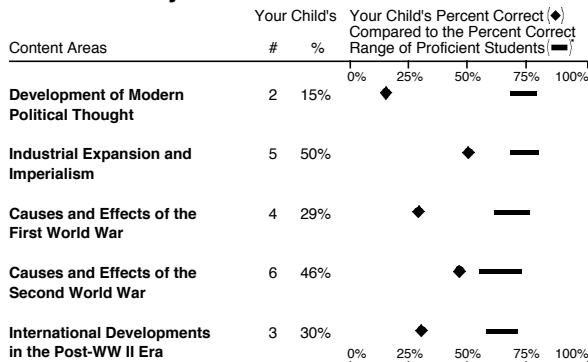
English-Language Arts GRADE 10



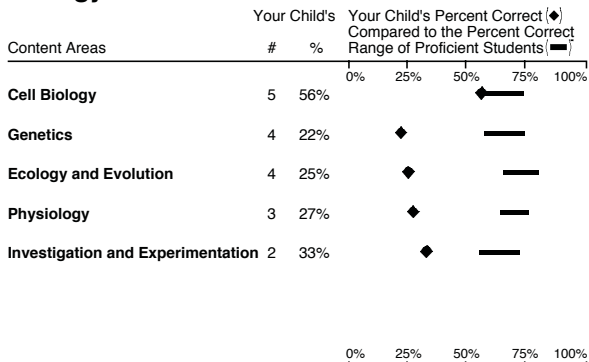
Geometry



World History



Biology



California Reading List (CRL)

Your child's recommended California Reading List Number is 7.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

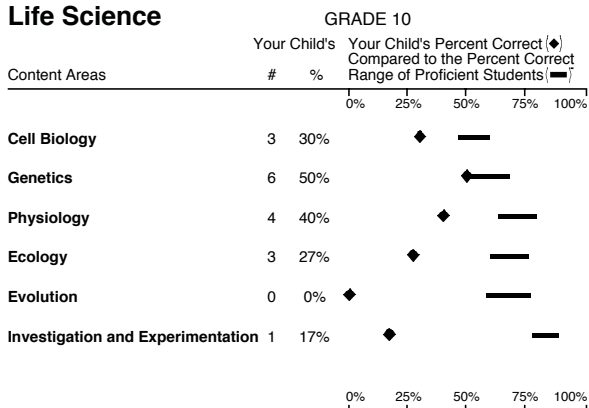
To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at www.cde.ca.gov/ta/tg/sr.

Life Science



Sample STAR Student Report for the CSTs (Grade Eleven—Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 000088888 DATE OF BIRTH: 05/18/1990
GRADE: 11 TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:
AMITA SINGH
1288 MAIN STREET
LONG BEACH, CA 90802



SCHOOL: California High School
DISTRICT: California Unified

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

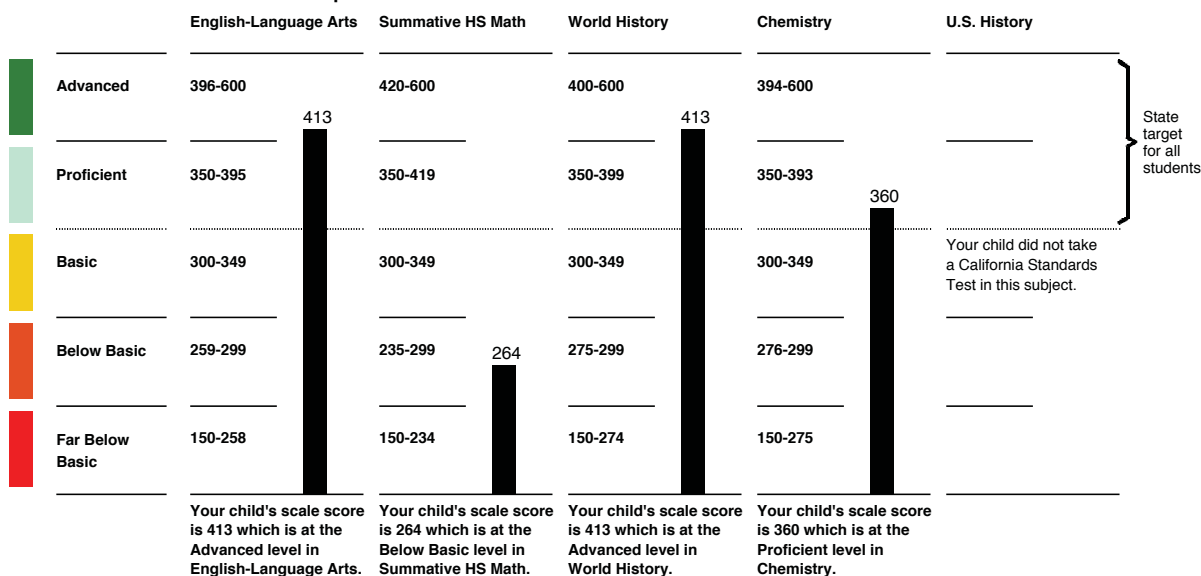
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

Sincerely,

Jack O'Connell
JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Sample STAR Student Report for the CSTs (Grade Eleven—Back)

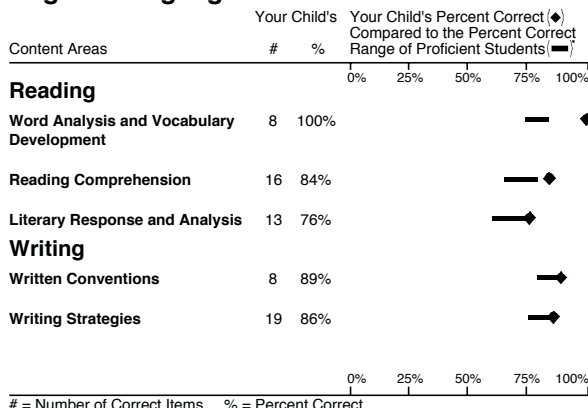
Your child's strengths and needs based on these tests

A NOTE ON USING THIS INFORMATION: A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

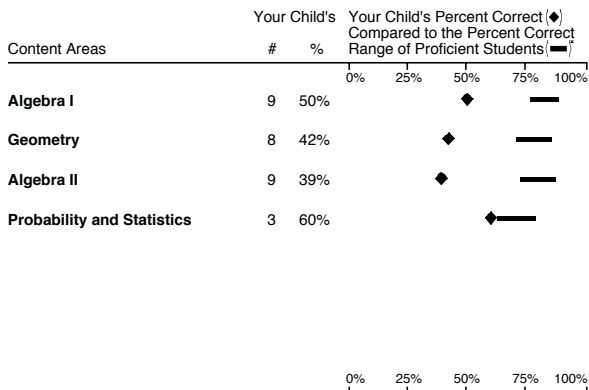
Find released test items at www.cde.ca.gov/ta/tg/sr/resources.asp and a complete copy of the standards at www.cde.ca.gov/be/st/ss.

* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

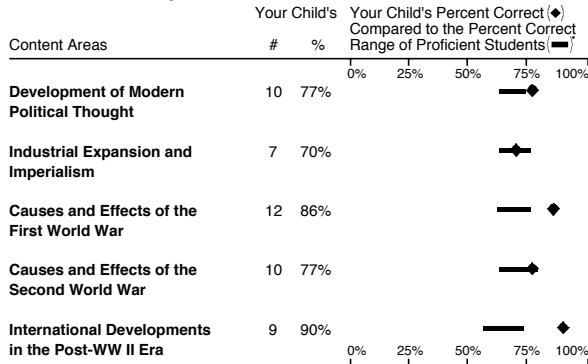
English-Language Arts GRADE 11



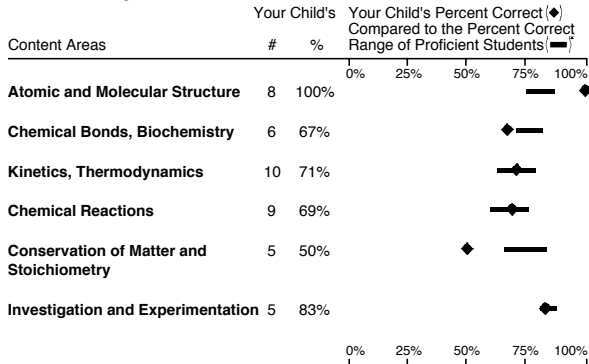
Summative HS Math



World History



Chemistry



California Reading List (CRL)

Your child's recommended California Reading List Number is 13+.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

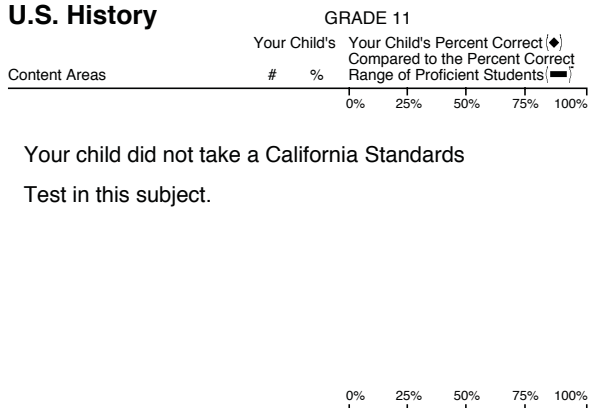
Early Assessment Program (EAP)

English Status: Ready for CSU college-level English courses

Mathematics Status: Not Applicable

EAP statuses are provided by the CSU. Explanation of EAP statuses can be found at www.calstate.edu/eap.

U.S. History



The Guide to Your STAR Student Report: CSTs (Front)

ENGLISH



THE GUIDE TO YOUR STAR STUDENT REPORT CALIFORNIA STANDARDS TESTS

THE CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears.

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

3 Your child's scores and performance levels

See how your child did on the California Standards Tests by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. English–Language Arts and Mathematics are tested for most students in Grades 2–11. All students in Grades 8 and 11 are tested in History–Social Science, and some high school students take an End-of-Course World History test. All students in Grades 5, 8, and 10 are tested in Science and some high school students take End-of-Course Science tests. Scores are provided for all of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted.

4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's Accountability Report Card (<http://www.cde.ca.gov/ta/ac/sa/>). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas of improvement.

STAR Student Report

GOING AHEAD TO HELP STUDENTS LEARN

STUDENT # 000011485 DATE OF BIRTH 08/01/1987
GRADE 4 TEST DATE Spring 2007

FOR THE HADDA GUARDIAN OF:
HADDA GUARDIAN
123 Main Street
Long Beach, CA 90808

SCHOOL: Freedom Elementary
DISTRICT: Fanninville Unified

Dear Parent/Guardian,
Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.
This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.
Sincerely,
Jack O'Connell
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the California Standards Tests

Your child's scores and performance levels

Subject	Score	Performance Level
English Language Arts	280-290	Basic
Mathematics	190-200	Basic

Depending on your child's grade level, the content of this section will vary.

Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

The Guide to Your STAR Student Report: CSTs (Back)

6 A note on using this information

A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and progress reports during the year.

7 Your child's strengths and needs based on these tests

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Most reports for students in Grades 2–11 include English–Language Arts and Mathematics. Reports for students in Grades 5, 8, and 10 include Science. Reports for students in Grades 8 and 11 include History–Social Science. Reports for high school students may include results for End-of-Course tests in Science or World History.

The items on the California Standards Test (CST) are grouped into the content areas on the left of each chart. These content areas are based on the California Content Standards, which describe what your child should know and be able to do at each grade level. (If your child did not take any of the tests expected for his/her grade level or if a score was unavailable to be reported, this is noted.)

Next to the name of each content area are the number of questions your child answered correctly in that content area and the percentage of questions your child answered correctly in that content area, represented by a diamond on the chart. The bar shows the range of scores for students who scored proficient on the test.

Below the chart is additional information about your child's performance on each test.

8 This section contains one of the following:

- More information about the English–Language Arts Standards and the grade-level Mathematics Standards (Grades 2–4, 6 and 7) or Algebra I Standards (Grade 7).
- Content area results in Science (Grades 5, 8, and 10), History–Social Science (Grades 8 and 11), and End-of-Course tests.
- Additional resources (Grade 5).

9 Left: California Reading List (CRL), and: More about the STAR Program or Early Assessment Program (EAP) (for Grade 11)

CRL — This recommended reading list number is based on your child's California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest. Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List.
- Click Search for a Reading List to find books for your child.

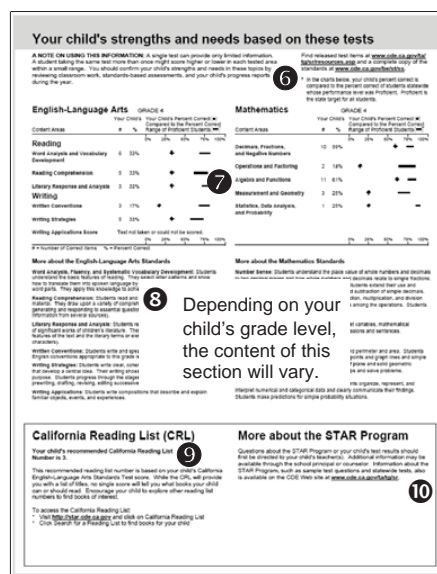
More about STAR — If your child is in Grade 3 or Grade 7, this section also provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.

EAP — If your child is in Grade 11, this section also presents information about the California State University's Early Assessment Program (EAP) and results for the EAP, if your child took the EAP. Additional information regarding EAP can be found at www.calstate.edu/eap.

10 Right: National comparison (for Grades 3 and 7) or More about the STAR Program (for other grades)

National comparison — If your child is in Grade 3 or Grade 7, this box compares your child's scores on the CAT/6 Survey with the scores of a sample of students in the same grade tested throughout the United States. Your child's score represents the percentage of students in the national sample who scored at the same level or lower than your child (e.g. a score of 50 means that your child scored as well as or better than half of the students in the national sample).

More about STAR — If your child is not in Grade 3 or Grade 7, this section provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.



Sample STAR Student Report for the CAPA – Level II (Front)

STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: _____
 GRADE: 5
 CAPA LEVEL: II

DATE OF BIRTH: 11/14/1995
 TEST DATE: Spring 2007

FOR THE PARENT/GUARDIAN OF:
JAMILYN MONROE



SCHOOL: California Elementary
 DISTRICT: California Unified

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

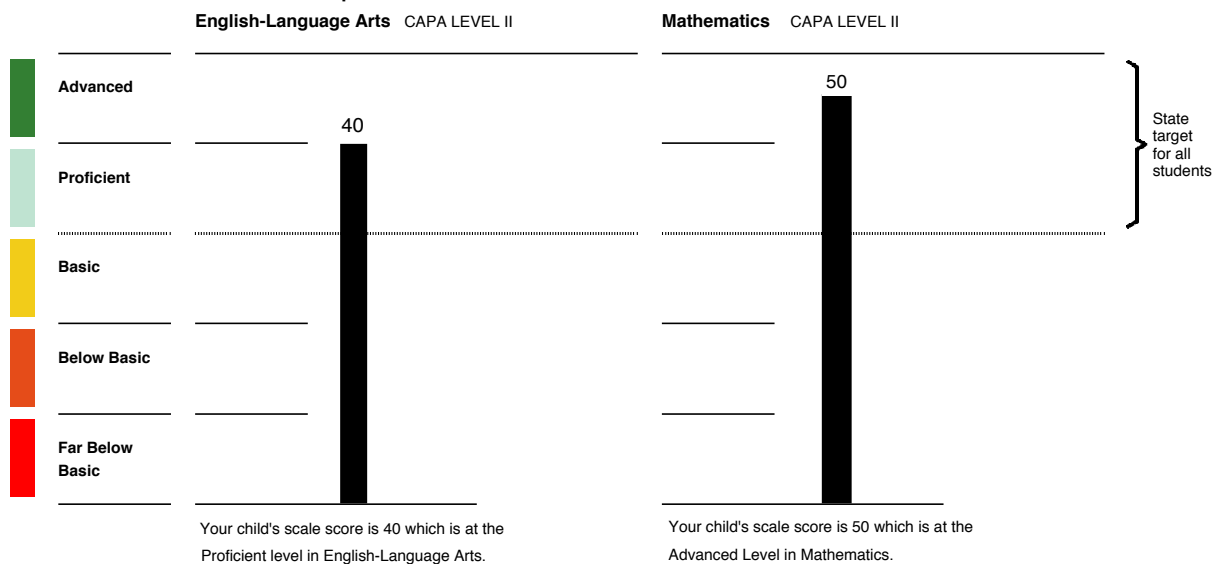
This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all—preparing students to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's results on the CAPA

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at www.cde.ca.gov/ta/ac/sa or ask for a copy of the SARC at your child's school.

How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

Sample STAR Student Report for the CAPA – Level II (Back)

More about your child's test results

More about CAPA levels

CAPA LEVEL	GRADE
I	2-11 *
II	2-3
III	4-5
IV	6-8
V	9-11

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment level that corresponds with their current school grade. The assigned level is not related to individual ability in a particular content area. English-Language Arts and Mathematics are always given at the same assessment level.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/ta/tg/sr/capa.asp.

* Level I is for profoundly disabled students and includes students in grades 2-11.

More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level II. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41-60)

Level II students performing at the *Advanced* level can recognize their names, letters of the alphabet, and a few printed words or symbols. They are able to follow two-step directions using symbols or words. They are able to communicate in single words and short phrases. They can write or produce a symbolic representation of their first name. They are able to communicate basic information in response to questions.

Proficient (Scale Scores 35-40)

Level II students performing at the *Proficient* level show interest in print or symbols. They can recognize their names, some letters, and one or two printed words or symbols. They can follow one-step directions of two words or more using symbols or words. They can write or produce a partial representation of their name. When asked to choose between two options, they can indicate a preference. They can communicate using single words and an occasional phrase.

Basic (Scale Scores 30-34)

Level II students performing at the *Basic* level sometimes show an interest in print or symbols. They can identify several common objects in the classroom. They are able to follow single word directions or commands. They can select their own name from a list and can scribble. They are able to communicate basic needs such as hunger, thirst, and physical discomfort. They indicate a preference for objects or activities.

Below Basic (Scale Scores 24-29)

Level II students performing at the *Below Basic* level attempt to comply with requests to identify a few common objects and attempt to follow single word directions or commands. They can locate their name and are able to produce marks on paper with a writing implement or communication device.

Far Below Basic (Scale Scores 15-23)

Level II students performing at the *Far Below Basic* level communicate when a basic need is not met but do not differentiate one need from another. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level II. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 41-60)

Level II students performing at the *Advanced* level should be able to sequence numbers to 10, rote count to 10, and recognize quantities of objects to 10. They demonstrate early algebraic concepts such as identifying an object that does not belong to a group. They can identify when activities typically occur and recognize coins. They are able to demonstrate early concepts of probability by identifying a pattern sequence.

Proficient (Scale Scores 35-40)

Level II students performing at the *Proficient* level should be able to identify more of a quantity and indicate one or two more. They are able to sequence numerals up to 5, and demonstrate quantitative concepts up to 5. They can sort objects by a single attribute. They can identify the function of a calendar and a clock. They demonstrate early concepts of probability by copying a simple (ABAB) pattern.

Basic (Scale Scores 30-34)

Level II students performing at the *Basic* level should be able to indicate one more and demonstrate quantitative concepts up to 3. They demonstrate early algebraic concepts by matching objects by a single attribute. They demonstrate early concepts of probability by partially copying a simple pattern. They can identify familiar tools that measure time but do not generalize to unfamiliar tools.

Below Basic (Scale Scores 26-29)

Level II students performing at the *Below Basic* level should be able to indicate a quantity of "1." They inconsistently match objects by a single attribute. They can identify at least one familiar tool (calendar or clock) that measures time. They demonstrate early concepts of probability by identifying "same."

Far Below Basic (Scale Scores 15-23)

Level II students performing at the *Far Below Basic* may attempt rote counting, indicate a quantity of "1," and identify which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They inconsistently identify when activities typically occur.

The Guide to Your STAR Student Report: CAPA (Front)

ENGLISH



THE GUIDE TO YOUR STAR STUDENT REPORT

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

THE CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears.

2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

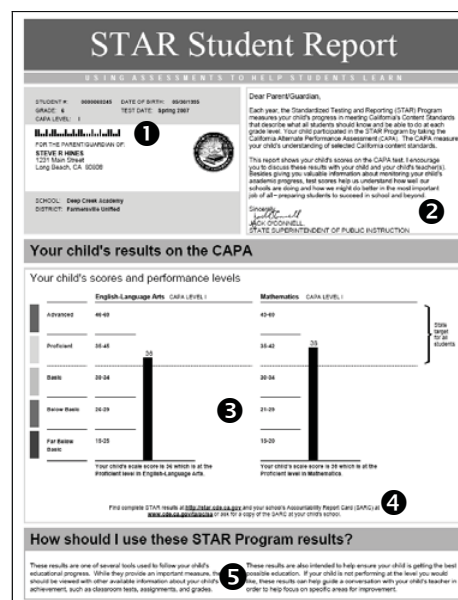
3 Your child's scores and performance levels

See how your child did on the CAPA by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's Accountability Report Card (<http://www.cde.ca.gov/ta/ac/sa/>). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas of improvement.



The Guide to Your STAR Student Report: CAPA (Back)

6 More about CAPA levels

This section provides more information about your child's test results by explaining the CAPA levels. The table on the left shows that CAPA is organized into five assessment levels. Most students eligible for CAPA take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. The assigned level is not related to individual ability in a particular content area. English–Language Arts and Mathematics are always given at the same assessment level.

The Web site in this box (<http://www.cde.ca.gov/ta/tg/sr/capa.asp>) provides more information about the CAPA program.

7 More about the performance standards

This box provides descriptions of the five performance levels for the English–Language Arts CAPA Level your child took (in the box to the left) and Mathematics (in the box to the right). While your child may be able to complete tasks described in each paragraph, the performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

More about your child's test results

CAPA Level	Grade
I	2-11*
II	2-3
III	4-5
IV	6-8
V	9-11

* Level I is for profoundly disabled students and includes students in grades 1-11.

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment at the level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. This past year, your child's SEP team has decided that your child should take the Level I assessment.

For more information about the CAPA Program, ask your school or go to www.cde.ca.gov/ta/tg/sr/capa.asp.

More about the performance levels in English–Language Arts

The following paragraphs describe the five English–Language Arts performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph, the performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 46-63)
Level I students performing at the Advanced level should demonstrate a command of language that goes beyond simple meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.

Proficient (Scale Scores 35-45)
Level I students performing at the Proficient level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal prompts. They orient toward the responder, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.

Basic (Scale Scores 20-34)
Level I students performing at the Basic level communicate basic needs consistently and may repeat words or phrases. They orient toward a speaker after being given a prompt. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt. They indicate a preference for objects or activities.

Below Basic (Scale Scores 16-20)
Level I students performing at the Below Basic level communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker after being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.

Far Below Basic (Scale Scores 15-20)
Level I students performing at the Far Below Basic level sometimes orient toward a speaker without words. They demonstrate the mechanical aspects of communication that may include but are not limited to crying, vocalizations, purposeful movements, or body posturing.

More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level I. While your child may be able to complete tasks described in each paragraph, the performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Advanced (Scale Scores 43-63)
Level I students performing at the Advanced level should be able to identify more of a quantity, indicate one or two more, and count to 10. They demonstrate some ability in matching like objects. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of concepts of size such as morning, afternoon, and evening.

Proficient (Scale Scores 35-42)
Level I students performing at the Proficient level should be able to demonstrate concepts such as "more," "about 5," and "middle" in a quantity of 10. With a prompt, they are able to demonstrate an understanding of concepts such as time related to their activities (usually about day or night). They can identify at least one tool (calendar, clock) that measures time.

Basic (Scale Scores 20-36)
Level I students performing at the Basic level may count, measure a quantity of 10, and nonverbally communicate the number "one" with a modeled prompt. They are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time.

Below Basic (Scale Scores 16-20)
Level I students performing at the Below Basic level may attempt to count, measure a quantity of 10, and identify when (day, night) activities typically occur, but are often inaccurate. They attempt to make objects, but are often inaccurate. They attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

Far Below Basic (Scale Scores 15-20)
Level I students performing at the Far Below Basic level sometimes tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, matching objects, identifying tools that measure time, and comparing quantities.

Sample STAR Student Report for the STS – English Version (Grade Four—Front)

Individual STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

STUDENT #: 000022222
Grade: 4

DATE OF BIRTH: 08/25/1996
TEST DATE: Spring 2007



FOR THE PARENT/GUARDIAN OF:

MARIA SANCHEZ
1234 Main Street
CITY, CA 12345



SCHOOL: California Elementary
DISTRICT: California Unified

Dear Parent/Guardian,

This year, California's Standardized Testing and Reporting (STAR) Program included the Standards-based Tests in Spanish (STS) for the first time. These tests, in reading-language arts and mathematics, measure your child's progress in meeting California's world class content standards in your home language – Spanish. These content standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STS. I encourage you to discuss the results with your child and your child's teacher(s) and to look at both your child's STS and California Standards Tests (CST) results, which are the standards-based assessments administered to your child in English. Both STS and CST results help us understand how well your student is doing and how we might be able to work with all of our students to prepare them to succeed in school and beyond.

Sincerely,

JACK O'CONNELL,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Your child's overall results on the Standards-based Tests in Spanish

Your child's scores

Reading-Language Arts

91%

76-100%

51-75%

26-50%

0-25%

The percent correct for your child in Reading-Language Arts is 91%.

Mathematics

85%

76-100%

51-75%

26-50%

0-25%

The percent correct for your child in Mathematics is 85%

Sample STAR Student Report for the STS – English Version (Grade Four—Back)

Your child's strengths and needs based on these tests

Reading-Language Arts		Mathematics	
GRADE 4		GRADE 4	
Content Area	Your Child's Percent Correct	Content Area	Your Child's Percent Correct
Reading	0% 25% 50% 75% 100%	Number Sense	0% 25% 50% 75% 100%
Word Analysis, and Vocabulary Development	95% ◆	Decimals, Fractions, and Negative Numbers	85% ◆
Reading Comprehension	90% ◆	Operations and Factoring	80% ◆
Literary Response and Analysis	87% ◆	Algebra and Functions	89% ◆
Writing		Measurement and Geometry	88% ◆
Writing Conventions	92% ◆	Statistics, Data Analysis and Probability	87% ◆
Writing Strategies	90% ◆		

How should I use these STS results?

This year, students in grades two through four who met either one of the following criteria were required to take the STS:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months or
- Spanish-speaking English learners who are receiving instruction in Spanish regardless of how long they have been in school in the United States.

School districts also had the option of testing Spanish-speaking English learners who had been in a school in the United States for 12 months or more and who were not receiving instruction in Spanish.

These results for the STS along with CST results are two of several test results used to follow your child's educational progress. While these test results provide important information about your child's achievement, they should be viewed with other available information such as classroom tests, assignments, and grades.

These results also are intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement. Parents and guardians should review areas of concern with their students' teachers to discuss specific help needed to improve performance.

If you have questions about the content of the test, you can review the California content standards and the STS test blueprints, which are available on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. You should arrange for a time to meet with your child's teacher to discuss the results.

The results for the STS in reading-language arts include the student's percent correct for each of five content areas: word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies.

For mathematics, the results include the student's percent correct for each of the four content areas: number sense (two areas reported), algebra and functions, measurement and geometry, and statistics, data analysis, and probability.

More about the STAR Program

More information about the STAR Program, such as released test questions for the CSTs, are available on the California Department of Education (CDE) Web site at www.cde.ca.gov/ta/tg/sr.

Sample STAR Student Report for the STS – Spanish Version (Grade Four—Front)

Reporte individual de los resultados de STAR

UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES

ESTUDIANTE #: 000022222 FECHA DE NACIMIENTO: 08/25/1996
GRADO: 4 FECHA DE LA PRUEBA: Primavera 2007



PARA PADRE DE FAMILIA/TUTOR DE:
MARIA SANCHEZ
1234 STREET
CITY, CA 12345



ESCUELA: California Elementary
DISTRITO: California Unified

Estimado Padre/Tutor,

Este año, el Programa de exámenes y reportes estandarizados (conocido en inglés como STAR) incluyó por primera vez, las Pruebas en español basadas en los estándares de California (STS). Estas pruebas, en lengua y literatura y matemáticas, miden el progreso de su niño para alcanzar los mejores estándares mundiales de contenido académico de California en su idioma nativo, el español. Estos estándares de contenido miden lo que todos los estudiantes deben saber y pueden lograr en cada año académico.

Este reporte muestra las calificaciones de su niño en el STS. Les exhorto a que discutan estos resultados con su(s) niño(s) y el(los) maestro(s) de su niño y que también revisen los resultados de su niño en ambas pruebas, STS y las Pruebas de los estándares académicos de California (CST), las cuales son las evaluaciones basadas en los estándares y administradas a su niño en inglés. Estos resultados de STS y CST, nos ayudan a entender qué tan bien su niño está progresando, y cómo nosotros podríamos trabajar con todos nuestros alumnos para prepararlos a triunfar en la escuela y en el futuro.

Sinceramente,

JACK O'CONNELL,
SUPERINTENDENTE DE INSTRUCCIÓN PÚBLICA DEL ESTADO

Resultados generales del niño en las Pruebas en español basadas en los estándares de California

Calificaciones de su niño

Lengua y Literatura

91%

76-100%

51-75%

26-50%

0-25%

El porcentaje correcto de su niño en Lengua y Literatura es **91%**

Matemáticas

85%

76-100%

51-75%

26-50%

0-25%

El porcentaje correcto de su niño en Matemáticas es **85%**

Sample STAR Student Report for the STS – Spanish Version (Grade Four—Back)

Destrezas y necesidades del estudiante basadas en estas pruebas

Lengua y Literatura GRADO 4		Matemáticas GRADO 4	
Áreas de contenido	Porcentaje correcto de su niño	Áreas de contenido	Porcentaje correcto de su niño
Lectura	0% 25% 50% 75% 100%	Sentido numérico	0% 25% 50% 75% 100%
Análisis de la palabra, fluidez, y desarrollo sistemático del vocabulario	95% ◆	Decimales, fracciones, y números negativos	85% ◆
Comprensión de lectura	90% ◆	Operaciones y factorización	80% ◆
Respuestas y análisis literarios	87% ◆	Álgebra y Funciones	89% ◆
Expresión Escrita		Medidas y Geometría	88% ◆
Reglas de la escritura	92% ◆	Estadística, Análisis de Datos, y Probabilidad	87% ◆
Estrategias de la escritura	90% ◆		

¿Cómo debo yo utilizar estos resultados STS?

Este año, los estudiantes del segundo al cuarto grados que reunieron cualquiera de los siguientes criterios fueron requeridos a tomar el STS:

- Estudiantes hablantes del español que están aprendiendo inglés como segunda lengua, y que han asistido a una escuela en los Estados Unidos menos de 12 meses; o
- Estudiantes hablantes del español que están aprendiendo inglés como segunda lengua, y que reciben la instrucción en español sin importar cuánto tiempo han asistido a una escuela en los Estados Unidos.

Los distritos escolares tuvieron también la opción de examinar a los estudiantes hablantes del español que están aprendiendo inglés como segunda lengua, que han asistido a una escuela en los Estados Unidos durante 12 meses o más, y que no recibieron la instrucción en español.

Estos resultados del STS, junto con los resultados de CST, son dos de los varios instrumentos para seguir el progreso educativo de su niño. Mientras estos resultados proporcionan información importante acerca del progreso de su niño, los alumnos también deben ser evaluados con otra información disponible tal como las pruebas de aula, las tareas y las calificaciones.

Estos resultados también le ayudarán a asegurarse de que sus hijos están obteniendo la mejor educación posible. Si su niño no se está

desarrollando en el nivel que a usted le gustaría, estos resultados pueden ayudarle como guía en su conversación con el maestro del niño, y ayudarlo a enfocarse en las áreas específicas a mejorar. Los padres y los guardianes deben revisar las áreas problemáticas con los maestros de sus estudiantes y discutir la ayuda específica necesaria para mejorar el rendimiento del estudiante.

Si usted tiene preguntas acerca del contenido de las pruebas, puede repasar los Estándares de contenido académico de California y los planos de construcción de las pruebas STS que están disponibles en el siguiente sitio Web del "Departamento de Educación de California" (CDE): <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Usted debe solicitar una junta para reunirse con el maestro de su niño para discutir estos resultados.

Los resultados para el STS en lengua y literatura incluyen el porcentaje correcto del estudiante para cada una de las cinco áreas de contenido: Análisis de la palabra y desarrollo de vocabulario, comprensión de lectura, respuestas y análisis literario, reglas de la escritura, y estrategias de la expresión escrita.

Para matemáticas, los resultados incluyen el porcentaje del estudiante por cada una de las cuatro áreas de contenido: Sentido numérico (2 áreas reportadas), álgebra y funciones, medida y geometría, estadística, análisis de datos, y probabilidad.

Más sobre el programa STAR

Más información acerca del programa STAR, como ejemplos de preguntas de las pruebas CST, está disponible en el sitio Web del Departamento de Educación de California (CDE) en www.cde.ca.gov/ta/tg/sr.

Sample Aprenda 3 Student Report – English Version (Grade Eight)

Student Report DDDDDD L SSSSSSS		California Department of Education Reference Comparison				
COUNTY: COUNTY NAME DISTRICT: DISTRICT NAME SCHOOL: SCHOOL NAME	CDS CODE: 12-12345-1234567 AGE: 13 Yrs 10 Mos	TEST DATE: 03/07 GRADE: 08 STUDENT NO.: 1234567890				
Subtests and Totals	Number Possible	Number Correct	Scaled Score	Reference PR-S	Reference NCE	Reference Grade Percentile Bands
Total Lectura	34	52	683	89-8	75.8	1 10 30 50 70 90 99
Vocabulario	30	17	659	56-5	53.2	
Comprensión de Lectura	54	45	701	94-8	82.7	
Total Matemáticas	80	21	624	40-5	44.7	
Matemáticas: Resolución de Problemas	48	15	631	52-5	51.1	
Matemáticas: Procedimientos	32	6	610	29-4	38.3	
Lenguaje	48	35	665	87-7	73.7	
Mecánica del Lenguaje	24	15	645	68-6	59.8	
Expresión del Lenguaje	24	20	690	97-9	89.6	
Ortografía	40	20	629	58-5	54.3	

About This Student's Performance:

Dddd recently took *Aprenda: La prueba de logros en español, Tercera edición* (Aprenda 3). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students in that subject.

The narratives below describe what each subtest measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

TOTAL LECTURA The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. Dddd's score is in the Above Average range for the grade. Congratulations! Encourage your student to read a wide variety of materials and to generate a written response such as a letter to the editor to a local publication.

TOTAL MATEMÁTICAS The Mathematics subtests measure problem solving skills involving number sense and operations, patterns and mathematical relationships, algebra, data and statistics, probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, fractions, and integers. Dddd's score is in the Average range for the grade. Talk with your student about the meaning of information presented in different graphs or charts. Discuss how probability and/or number patterns are involved in activities you do together. Explore various angles and shapes used in architecture, and use maps to investigate scale and proportions.

LENGUAJE The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Dddd's score is in the Above Average range for the grade. Congratulations! Encourage your student to learn more about a topic of interest found in books, newspapers, or magazines. Talk about what your student learned, what your student would like to learn, and help keep a journal of discoveries.

ORTOGRAFÍA The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. Dddd's score is in the Average range for the grade. Encourage your student to write or create newspaper headlines or book titles using his or her spelling words. Discuss the storyline that might go with each.

APR 01 11:41 AM '07 STATE OF CALIFORNIA
2004 Star 3B Spring Reference

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COPY 01
PROCESS NO. 10603790-1491113-0001-00010-1

Sample Aprenda 3 Student Report – Spanish Version (Grade Eight)

Informe del Estudiante DDDDDD L SSSSSSS		California Department of Education		Comparación de Referencia		
CONDADO: COUNTY NAME DISTRITO: DISTRICT NAME ESCUELA: SCHOOL NAME		CDS CODE: 12-12345-1234567 EDAD: 13 Años 10 Meses		FECHA DE LA PRUEBA: 03/07 GRADO: 08 NO. DEL ESTUDIANTE: 1234567890		
Subpruebas y Totales	Número Posible	Número Correcto	Puntuación de Escala	PR-S Referencia	NCE Referencia	Bandas del Percentil de Referencia del Grado
						1 10 30 50 70 90 99
Total Lectura	84	62	683	39-8	75.8	
Vocabulario	30	17	659	56-5	53.2	
Comprensión de Lectura	54	45	701	94-8	82.7	
Total Matemáticas	80	21	624	40-5	44.7	
Matemáticas: Resolución de Problemas	48	15	631	52-5	51.1	
Matemáticas: Procedimientos	32	6	610	29-4	38.3	
Lenguaje	48	35	665	87-7	73.7	
Mecánica del Lenguaje	24	15	645	68-6	59.8	
Expresión del Lenguaje	24	20	690	97-9	89.6	
Ortografía	40	20	629	58-5	54.3	

Sobre este Informe del Desempeño del Estudiante	
<p>Dddd recientemente tomó <i>Aprenda 3: La prueba de logros en español</i>, Tercera edición (Aprenda 3). Esta prueba sirve para medir el aprovechamiento del estudiante. Este informe compara el desempeño del estudiante con los estudiantes del mismo grado. Las Bandas de Percentil muestran los rangos entre los que estaría la verdadera puntuación del estudiante. Por ejemplo, un estudiante cuya Banda de Percentil es de 70, se desempeño tan bien o mejor que el 70% de los estudiantes en esa área de contenido.</p> <p>Los párrafos siguientes describen lo que mide cada prueba y el desempeño del estudiante en esa área de contenido. Asimismo se incluyen algunas sugerencias de actividades diseñadas a motivar a este estudiante mientras que trabajan juntos hacia su continuo desarrollo académico.</p>	<p>TOTAL LECTURA Las pruebas de Lectura miden habilidades de lectura, tales como relacionar los sonidos de las palabras y la ortografía, determinar significados y sinónimos de las palabras, así como comprender, interpretar y analizar selecciones de lectura literarias, informativas y funcionales. La puntuación de Dddd está por Encima del Rango Promedio para el grado. ¡Felicidades! Motive al estudiante a leer una amplia variedad de materiales y a responder a ellos por escrito, por ejemplo, por medio de cartas al editor de una revista o periódico local.</p> <p>TOTAL MATEMÁTICAS Las pruebas de Matemáticas miden las habilidades para resolver problemas que involucren conceptos relacionados con la percepción de números y operaciones matemáticas, patrones y relaciones matemáticas, álgebra, datos y estadística, probabilidad, geometría y conceptos de medición. También miden el desempeño del estudiante en operaciones aritméticas con números naturales, decimales, fracciones y enteros. La puntuación de Dddd está en el Rango Promedio para el grado. Hable con el estudiante sobre el significado de la información presentada en distintos tipos de gráficas o diagramas. Discuta la manera de como la probabilidad y los patrones numéricos se relacionan con las actividades que comparten. Explore diversos ángulos y formas empleadas en la arquitectura y use mapas para investigar escalas y proporciones.</p>

Lenguaje		Ortografía	
<p>LENGUAJE La prueba de Lenguaje mide la habilidad del estudiante de los principios lingüísticos para escribir eficazmente, como el uso de las mayúsculas, la puntuación, el uso de las palabras, la estructura de oraciones, la organización, la composición y la revisión. La puntuación de Dddd está por Encima del Rango Promedio para el grado. ¡Felicidades! Motive al estudiante a aprender más sobre algún tema interesante que encuentre en libros, periódicos o revistas. Hable acerca de lo que aprendió, lo que le gustaría aprender y ayúdelo a mantener un diario de descubrimientos.</p>	<p>ORTOGRAFÍA La prueba de Ortografía mide la habilidad del estudiante para reconocer la escritura correcta de las palabras, así como la aplicación de los principios fonéticos y estructurales para identificar las palabras correctamente deletreadas. La puntuación de Dddd está en el Rango Promedio para el grado. Motive al estudiante a escribir o crear títulos periodísticos o títulos para libros usando las palabras que haya aprendido. Discuta el argumento que podría acompañar a cada uno de ellos.</p>		

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<p>APRENDAS 3 NIVEL FORMAS INTERMEDIO S.A. 50, 65, 80, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320, 325, 330, 335, 340, 345, 350, 355, 360, 365, 370, 375, 380, 385, 390, 395, 400, 405, 410, 415, 420, 425, 430, 435, 440, 445, 450, 455, 460, 465, 470, 475, 480, 485, 490, 495, 500, 505, 510, 515, 520, 525, 530, 535, 540, 545, 550, 555, 560, 565, 570, 575, 580, 585, 590, 595, 600, 605, 610, 615, 620, 625, 630, 635, 640, 645, 650, 655, 660, 665, 670, 675, 680, 685, 690, 695, 700, 705, 710, 715, 720, 725, 730, 735, 740, 745, 750, 755, 760, 765, 770, 775, 780, 785, 790, 795, 800, 805, 810, 815, 820, 825, 830, 835, 840, 845, 850, 855, 860, 865, 870, 875, 880, 885, 890, 895, 900, 905, 910, 915, 920, 925, 930, 935, 940, 945, 950, 955, 960, 965, 970, 975, 980, 985, 990, 995, 1000, 1005, 1010, 1015, 1020, 1025, 1030, 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2695, 2700, 2705, 2710, 2715, 2720, 2725, 2730, 2735, 2740, 2745, 2750, 2755, 2760, 2765, 2770, 2775, 2780, 2785, 2790, 2795, 2800, 2805, 2810, 2815, 2820, 2825, 2830, 2835, 2840, 2845, 2850, 2855, 2860, 2865, 2870, 2875, 2880, 2885, 2890, 2895, 2900, 2905, 2910, 2915, 2920, 2925, 2930, 2935, 2940, 2945, 2950, 2955, 2960, 2965, 2970, 2975, 2980, 2985, 2990, 2995, 3000, 3005, 3010, 3015, 3020, 3025, 3030, 3035, 3040, 3045, 3050, 3055, 3060, 3065, 3070, 3075, 3080, 3085, 3090, 3095, 3100, 3105, 3110, 3115, 3120, 3125, 3130, 3135, 3140, 3145, 3150, 3155, 3160, 3165, 3170, 3175, 3180, 3185, 3190, 3195, 3200, 3205, 3210, 3215, 3220, 3225, 3230, 3235, 3240, 3245, 3250, 3255, 3260, 3265, 3270, 3275, 3280, 3285, 3290, 3295, 3300, 3305, 3310, 3315, 3320, 3325, 3330, 3335, 3340, 3345, 3350, 3355, 3360, 3365, 3370, 3375, 3380, 3385, 3390, 3395, 3400, 3405, 3410, 3415, 3420, 3425, 3430, 3435, 3440, 3445, 3450, 3455, 3460, 3465, 3470, 3475, 3480, 3485, 3490, 3495, 3500, 3505, 3510, 3515, 3520, 3525, 3530, 3535, 3540, 3545, 3550, 3555, 3560, 3565, 3570, 3575, 3580, 3585, 3590, 3595, 3600, 3605, 3610, 3615, 3620, 3625, 3630, 3635, 3640, 3645, 3650, 3655, 3660, 3665, 3670, 3675, 3680, 3685, 3690, 3695, 3700, 3705, 3710, 3715, 3720, 3725, 3730, 3735, 3740, 3745, 3750, 3755, 3760, 3765, 3770, 3775, 3780, 3785, 3790, 3795, 3800, 3805, 3810, 3815, 3820, 3825, 3830, 3835, 3840, 3845, 3850, 3855, 3860, 3865, 3870, 3875, 3880, 3885, 3890, 3895, 3900, 3905, 3910, 3915, 3920, 3925, 3930, 3935, 3940, 3945, 3950, 3955, 3960, 3965, 3970, 3975, 3980, 3985, 3990, 3995, 4000, 4005, 4010, 4015, 4020, 4025, 4030, 4035, 4040, 4045, 4050, 4055, 4060, 4065, 4070, 4075, 4080, 4085, 4090, 4095, 4100, 4105, 4110, 4115, 4120, 4125, 4130, 4135, 4140, 4145, 4150, 4155, 4160, 4165, 4170, 4175, 4180, 4185, 4190, 4195, 4200, 4205, 4210, 4215, 4220, 4225, 4230, 4235, 4240, 4245, 4250, 4255, 4260, 4265, 4270, 4275, 4280, 4285, 4290, 4295, 4300, 4305, 4310, 4315, 4320, 4325, 4330, 4335, 4340, 4345, 4350, 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5185, 5190, 5195, 5200, 5205, 5210, 5215, 5220, 5225, 5230, 5235, 5240, 5245, 5250, 5255, 5260, 5265, 5270, 5275, 5280, 5285, 5290, 5295, 5300, 5305, 5310, 5315, 5320, 5325, 5330, 5335, 5340, 5345, 5350, 5355, 5360, 5365, 5370, 5375, 5380, 5385, 5390, 5395, 5400, 5405, 5410, 5415, 5420, 5425, 5430, 5435, 5440, 5445, 5450, 5455, 5460, 5465, 5470, 5475, 5480, 5485, 5490, 5495, 5500, 5505, 5510, 5515, 5520, 5525, 5530, 5535, 5540, 5545, 5550, 5555, 5560, 5565, 5570, 5575, 5580, 5585, 5590, 5595, 5600, 5605, 5610, 5615, 5620, 5625, 5630, 5635, 5640, 5645, 5650, 5655, 5660, 5665, 5670, 5675, 5680, 5685, 5690, 5695, 5700, 5705, 5710, 5715, 5720, 5725, 5730, 5735, 5740, 5745, 5750, 5755, 5760, 5765, 5770, 5775, 5780, 5785, 5790, 5795, 5800, 5805, 5810, 5815, 5820, 5825, 5830, 5835, 5840, 5845, 5850, 5855, 5860, 5865, 5870, 5875, 5880, 5885, 5890, 5895, 5900, 5905, 5910, 5915, 5920, 5925, 5930, 5935, 5940, 5945, 5950, 5955, 5960, 5965, 5970, 5975, 5980, 5985, 5990, 5995, 6000, 6005, 6010, 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8505, 8510, 8515, 8520, 8525, 8530, 8535, 8540, 8545, 8550, 8555, 8560, 8565, 8570, 8575, 8580, 8585, 8590, 8595, 8600, 8605, 8610, 8615, 8620, 8625, 8630, 8635, 8640, 8645, 8650, 8655, 8660, 8665, 8670, 8675, 8680, 8685, 8690, 8695, 8700, 8705, 87</p>	

The Guide to Your Aprenda 3 Student Report

Subtests and Totals
Total Lectura
Vocabulario
Comprensión de Lectura

Number Possible
XXX
XXX

Number Correct
XXX
XXX

Scaled Score
XXX
XXX

Reference PR-S
XX-X
XX-X

The Student Report for the Aprenda: La prueba de logros en español (Aprenda 3) provides your student's test results for each subject tested. This guide can be used to help you better understand this report.

Subtests and Totals

The four subjects tested on the Aprenda 3 are reading, mathematics, language, and spelling (grades five through eight). Reading, mathematics, and language also include the subtests shown on this report. The subtest scores are added together to determine the total score for each subject of the Aprenda 3. Descriptions of the content and skills for each subject and subtest are provided at the bottom of the Aprenda 3 Student Report.

Number Possible

This is the number of questions on the test.

Number Correct

This is the total number of questions your student answered correctly for each subject or subtest.

Scaled Score

Scaled scores for any subject or subtest on the Aprenda 3 may range from 350 to 850. The Aprenda 3 scaled scores are a single scale across all grade levels for each test and subtest. They can be used to compare your student's achievement in each subject across years. It is important to note that the scaled scores for the Aprenda 3 were independently established only for this test; therefore, the scaled scores on this student report cannot be compared to the scale scores of the California Standards Tests (CSTs), which are reported on the STAR Student Report.

Reference PR-S

Your student's performance also is reported as a reference group percentile rank (PR) and stanine (S). The reference group PR compares your student's results with a nationwide sample of scores of other Spanish-speaking students at the same grade level. The PR ranges from 1 to 99. A PR of 50

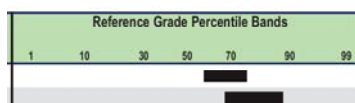
means that a student scored as well as or better than 50 percent of the students in the nationwide sample. Stanines range from 1 to 9, in which 1 is low, 9 is high, and 4 to 6 is average.

You can use stanines to compare your student's performance on the different subjects and subtests. For example, a stanine of 7 in reading and a 4 in spelling indicates stronger performance in reading.

Reference NCE
XX.X
XX.X

Reference NCE

The Reference Normal-Curve Equivalent (NCE) is a score that ranges from 1 to 99 with 50 as average. This score is used when scores are averaged for a group of students.



Reference Grade Percentile Bands

Bars are used to show the possible range of your student's achievement. If your student took the test again, his/her score would most likely fall within the range of scores included in each bar.

Additional Information

In addition to descriptions of each subject or subtest, the bottom of your student's report also contains general suggestions for helping your student improve his or her achievement in a particular subject. Ask your student's teacher(s) for more specific suggestions to use in helping your student improve.

It is also important to keep in mind that any single test provides limited information about your student's academic achievement. Classroom grades, work, and other test results should also be reviewed for a more complete picture of your student's academic standing or progress.